



## PSY343

# Theories of Psychopathology and Psychotherapy

Fall 2021

### Contact Information

**Instructor:** Dr. Taryn E. Grieder, M.Ed., Ph.D.

**Contact:** taryn.grieder@utoronto.ca

**Office hours:** By appointment – video conference or phone appointments available

**Teaching Assistant:**

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\*\*Special thanks to Dr. Tali Boritz (Assistant Professor at York University), who developed this course material

**Course information:** This is an in-person course. When lectures are held virtually (for example, during the first two weeks of classes), video lectures will be posted to youtube and discussion/participation will be completed on Quercus. Students will have the opportunity for synchronous online office hours to ask questions and clarifications about course content. Students need the ability to read and edit PDFs or Powerpoint slides and use Quercus for submission of most assessments.

### Course Description, Goals, and Prerequisites

This course will provide students with a critical review of the core theoretical approaches to psychotherapy and the core principles that have been identified as central to the process of change in psychotherapy. Differences in theories of psychopathology and clinical practice between psychotherapy approaches will be highlighted using case studies. Students will begin to conceptualize cases and identify specific strategies and interventions appropriate for specific clients' issues. Didactic course content will be enhanced with video illustrations of various psychotherapy techniques and approaches to psychotherapy.

### Learning Outcomes:

By the end of this course, students should be able to:

1. Describe the history, theoretical foundations, and key features of several major psychotherapies;
2. Contrast specific psychotherapies in terms of treatment targets, goals, and features;
3. Define empirically supported treatments and related concepts in clinical practice and research;
4. Identify several specific pairings of psychological disorders and treatments that have strong evidence bases;
5. Explain the concepts of specific and common factors, and how they relate to empirical treatment research and clinical practice.

**Prerequisites: PSY201H1 (or equivalent), PSY230H1/PSY240H1.**

**Note about prerequisites:** It is your responsibility to ensure that you have met *all* prerequisites listed in the Psychology section of the A&S Calendar for this course. If you lack any prerequisites, you will be removed. No waivers will be granted.

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### Course Evaluation/Marking Scheme

**Participation** - 5% - ongoing

**Commentary Assignment** - 15% - October 6

**Review Paper** - 20% - November 17

**Midterm Test** - 20% - October 20

**Applied Learning Activity** - 20% - December 8

**Final Assessment** - 20% - TBA (December 10-21)

**Lectures:** PowerPoint and PDF slides will be posted before class on the date stated in the course schedule (found below). These slides should be downloaded and/or printed to facilitate with note taking. Please note that if you do not understand a particular concept as it is presented, please ask questions! It is your responsibility to let me know if you do not understand a particular concept or idea.

Any posted lecture recordings and slides are only for the exclusive use of enrolled students, for their personal learning. Lecture recordings and slides are not to be shared in any way beyond enrolled students.

**Participation:** There will be short reflection assignments given in classes to be completed on Quercus. Students will reflect on a topic covered in class, applying the course material to their response. Students will have at least 24 hours to respond to these discussion questions on Quercus (see the course schedule, below).

**Tests:** The tests will be timed, non-cumulative tests consisting of multiple-choice questions and written response questions (with a strict word limit). Students will access the test through Quercus at any time on the test day and will have at least 3 hours to complete the test, individually, using their own lecture slides and notes only. Students will not need to provide citations and should not be using any outside sources. It is expected that students will use their notes from lecture to assist in their writing the tests, which will be more about one's ability to *apply* their knowledge than rote memorization.

**Review Paper:** Students will review research to write a scholarly paper on the evidence for the pairing of a mental health disorder (e.g., DSM-5 diagnosis such as PTSD) and a specific type of psychotherapy for that diagnosis (e.g., Prolonged Exposure for PTSD). The review paper should be maximum 6 pages long and follow APA formatting guidelines. Please see the review paper outline for further details, which is available for download on Quercus.

**Commentary Assignment:** The research commentary assignment is an analysis of a recent original research article (aka experimental study) of the student's choice that examines an issue related to the course (ie. is an experiment that produced new research on therapeutic treatment of psychopathology). Please see the commentary assignment outline for further details, which is available for download on Quercus.

**Applied Learning Activity:** Students will apply concepts from the course material to a case study they are presented with. Further information will be posted on Quercus.

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## Course Webpage/Quercus

This course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular basis.

The website associated with this course is accessible via <http://q.utoronto.ca>

**SPECIAL NOTE ABOUT GRADES POSTED ONLINE:** Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact the instructor (and TA) as soon as possible if you think there is an error in any grade posted on Quercus.

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## Course Policies

### **Missed Assessments/Medical Documentation/ACORN Self-Declaration Tool**

If you are unable to complete a test or assignment, you should submit an absence self-declaration as soon as possible to the instructor. The absence self-declaration tool is available on ACORN and applies for both medical and non-medical circumstances.

I will also accept other supporting documentation, including the previously utilized Verification of Illness (VOI) form.

### **Religious Accommodations**

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate missing a major course activity (such as an assessment) due to a religious observance, please let me know as soon as possible so that we can work together to make alternate arrangements.

### **Penalties for Lateness**

A penalty of 10% per calendar day, up to and including the last day of classes, will be applied for late assignments. After the last day of classes, the penalty of 10% per calendar day will be applied by the Undergraduate Counselor on behalf of the Department. No penalty will be assigned if request for special consideration, described above, was successful. Any term work that will be handed in **after** the final assessment period is subject to a petition for extension of term work. This petition should be filed with the student's College Registrar's Office.

### **Ouriginal**

Normally, students will be required to submit their course essays for review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Ouriginal reference database, where they will be used solely for the purpose of detecting plagiarism.

We will be using Ouriginal in this course for submission of your commentary assignment. You have the option to opt out of using this service. If you wish to do so, please email me.

## Contact

All communication should be sent via University of Toronto email addresses only. Please include "PSY343" in the subject line, and do not send messages through Quercus. The University requires that all students have a U of T email address and check it regularly; it is the only address to which official university communications will be sent. If you are unable to attend scheduled office hours or would like to discuss matters concerning the course directly with me, please email me to schedule an appointment.

## Requesting a Regrade

If you think an assessment has been incorrectly marked, you can request a regrade. In this case, you must first review your assessment with the TA. Following review with the TA, if you wish to have your assessment reviewed by the instructor, please submit this request by email within 2 weeks of the grade return date.

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## Academic Resources

### Accessibility Needs:

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) ([www.accessibility.utoronto.ca](http://www.accessibility.utoronto.ca)) at the beginning of the academic year. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your medical situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your condition with any instructor, and your instructors will not reveal that you are registered with AS.

### Writing:

As a student here at the University of Toronto, you are expected to produce well-written assignments. The university provides its students with multiple resources to help them achieve this. For more information on campus writing centres and writing courses, please visit <http://www.writing.utoronto.ca/>.

### Academic Integrity and Plagiarism:

All students, faculty and staff are expected to follow the University's guidelines and policies on academic integrity. For students, this means following the standards of academic honesty when writing assignments, collaborating with fellow students, and writing tests and exams. Ensure that the work you submit for grading represents your own honest efforts. Plagiarism—representing someone else's work as your own or submitting work that you have previously submitted for marks in another class or program—is a serious offence that can result in sanctions. Speak to me or your TA for advice on anything that you find unclear. To learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at [www.writing.utoronto.ca/](http://www.writing.utoronto.ca/). Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see <http://www.artsci.utoronto.ca/osai> and <http://academicintegrity.utoronto.ca/>

### Other Resources

Student Life Programs and Services (<http://www.studentlife.utoronto.ca/>)

Academic Success Services (<http://www.studentlife.utoronto.ca/asc>)

Counselling and Psychological Services (<http://www.studentlife.utoronto.ca/hwc>)

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## Course Outline/Schedule

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Every effort will be made to manage the course as stated. However, adjustments may be necessary in these unprecedented times. If so, students will be advised and alterations announced on Quercus prior to implementation.

Date	Topic	Related Readings
Sept 15	Introduction/Overview	No readings
Sept 22	Psychoanalytic & Psychodynamic Approaches	Luyten et al., 2015
Sept 29	Humanistic and Experiential Approaches: Client-Centred & Emotion-Focused Therapy	Rogers, 2007 Pos et al., 2007
<b>Oct 6</b>	Behavioural Approaches I: Behaviour Therapy & Cognitive-Behaviour Therapy <b>Commentary Assignment Due</b>	Beck et al., 2018
Oct 13	Behavioural Approaches II: Dialectical Behaviour Therapy	Linehan & Wilks, 2015 Brown, 2009
<b>Oct 20</b>	<b>Midterm Test</b>	
Oct 27	Case Formulation & Cultural Competence	Eells & Lombart, 2011 Brown, 2009
Nov 3	Psychotherapy Integration & Evidence-based Practice	Westen et al., 2004
Nov 10	Study Break – No Classes	
<b>Nov 17</b>	Common Factors I: Therapeutic Relationship <b>Review Paper Due</b>	Wampold, 2015 Safran & Muran, 2000
Nov 24	Common Factors II: Client & Therapist Effects, Stages of Change, Principles of Change	McAleavey et al., 2019 Goldfried, 2019
Dec 1	Ethical Issues in Psychotherapy	CPA Code of Ethics
<b>Dec 8</b>	<b>Applied Learning Activity</b>	
<b>Dec 10-21</b>	<b>Final Exam</b>	

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## Readings and Visual Media List

### Sept 22: Psychoanalytic & Psychodynamic Approaches

Luyten, P., Mayes, L., Blat, S., Target, M., & Fonagy, P. (2015). Theoretical and Empirical Foundations of Contemporary Psychodynamic Approaches. In Luyten, P., Mayes, L., Fonagy, P., Target, M., & Blatt, S. (Eds.), *Handbook of Psychodynamic Approaches to Psychopathology* (pp. 3- 26). The Guilford Press.

Dr. Jeremy Safran doing Relational Psychodynamic Therapy: <https://psyctherapy-apa-org.myaccess.library.utoronto.ca/Title/777700257-001>

### Sept 29: Client-Centred Therapy and EFT

Rogers, C. (2007/1957). The necessary and sufficient conditions of therapeutic personality change. *Psychotherapy: Theory, Research, Practice, Training*, 44, 3, 240–248.

Dr. Carl Rogers doing Client-Centred Therapy (min 1-30): <https://www.youtube.com/watch?v=NFT89grAUOI>

Pos, A., & Greenberg, L. (2007) Emotion-focused therapy: The transforming power of affect. *Journal of Contemporary Psychotherapy*, 37(1), 25-31

Dr. Sandra Paivio doing EFT (min 1-30): <https://psyctherapy-apa-org.myaccess.library.utoronto.ca/Title/777700544-001>

### October 6: Behavioural Therapy and CBT

Beck, A., & Weishaar, M. (2018). Cognitive therapy. In, Corsini, R., & Wedding, D. (Eds), *Current Psychotherapies, 11th Edition* (pp. 230-264). Belmont, CA: Brooks/Cole.

Dr. Marty Antony doing CBT (min 1-30): <https://psyctherapy-apa-org.myaccess.library.utoronto.ca/Title/777700211-001>

### October 13: DBT

Linehan, M. M., & Wilks, C. R. (2015). The course and evolution of dialectical behavior therapy. *American Journal of Psychotherapy*, 69(2), 97-110.

Dr. Alex Chapman doing DBT (min 1-30): <https://psyctherapy-apa-org.myaccess.library.utoronto.ca/Title/777700475-001>

### October 27: Case Formulation and Cultural Competence

Brown. L. (2009). Cultural competence: A new way of thinking about integration in therapy. *Journal of Psychotherapy Integration*, 19, 4, 340–353.

Eells, T. D., & Lombart, K. G. (2011). Theoretical and evidence-based approaches to case formulation. In P. Sturmey & M. McMurrin (Eds.) (pp. 3-32), *Forensic case formulation*. Chichester, UK: John Wiley & Sons.

### **Nov 3: Psychotherapy Integration and Evidence-Based Practice**

Weston, D., Novotny, & Thompson-Brenner. (2004). The Empirical Status of Empirically Supported Psychotherapies: Assumptions, Findings, and Reporting in Controlled Clinical Trials. *Psychological Bulletin*, 130, 4, 631–663.

### **Nov 17 & 24: Common Factors**

Muran, J. C. & Safran, J. D. (1998). Negotiating the therapeutic alliance in brief psychotherapy: An introduction. In J. D. Safran & J. C. Muran (Eds.), *The Therapeutic Alliance in Brief Psychotherapy* (pp. 1-14). American Psychological Association Publications.

Video examples of Alliance Ruptures and Repairs:

<https://www.youtube.com/watch?v=nblFvpbet0E>

[https://www.youtube.com/watch?v=\\_qYgF\\_e4EQQ](https://www.youtube.com/watch?v=_qYgF_e4EQQ)

<https://www.youtube.com/watch?v=vRBXYm3KuJU>

[https://www.youtube.com/watch?v=YJflzedS\\_DU](https://www.youtube.com/watch?v=YJflzedS_DU)

McAleavey, A., Xiao, H., Bernecker, S., Brunet, H., Morrison, N., Stein, M. Youn, S., Castonguay, L, Constantino, M., & Beutler, L. (2019). An updated list of principles of change that work. In L. Castonguay, M. Constantino, & L. Beutler (Eds.), *Principles of Change: How Psychotherapists Implement Research in Practice* (pp. 13-40). Oxford University Press.

Goldfried, M. (2019). Obtaining consensus in psychotherapy. What holds us back? *American Psychologist*, 74, 4, 484-496.

### **Dec 1: Ethical Issues in Psychotherapy**

Canadian Psychological Association Code of Ethics (2017):

[http://www.cpa.ca/docs/File/Ethics/CPA\\_Code\\_2017\\_4thEd.pdf](http://www.cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf)